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ABSTRACT

This paper reports on the Peer Tutoring Program at El Camino College. If a student, counselor, or instructor feels a student needs tutoring, the student applies for tutorial assistance. Upon approval by his instructor, arrangements are made for the student to be tutored. Peer Tutors are selected from among applicants who received a "B" or higher grade in the course(s) they tutor and who have received appropriate approval from the college. Each accepted applicant is designated a Peer Intern and engages in in-service training which includes orientation, instruction in tutoring strategies, followed by periodic training sessions and trouble-shooting meetings. Subsequent to completion of such requirements, and after having tutored for 100 or more hours during a minimum of one semester, the Intern is designated a Peer Tutor. Analysis of the college's tutorial service shows that courses in Mathematics, Computer Science, and the Physical Sciences create the greatest demands for tutoring, followed by Humanities, Communications, Business Education, and Fine Arts. Between 1973 and 1975, both the number of Peer Tutors and the number of hours tutored have doubled; 75 Peer Tutors provided 1,142 students with 9,895 hours of tutoring in 1975. The author's observations on the Peer Tutoring Program conclude the report. (JDS)

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EL CAMINO COLLEGE
DIVISION OF EDUCATIONAL SERVICES
LEARNING ASSISTANCE CENTER

REPORT ON THE PEER TUTORING PROGRAM

1973 - 1975 SCHOOL YEARS

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November 5, 1976

JC 760 578

PREFACE

As the heterogeneity of student populations on community college campuses increased during the late 1960's and early 1970's, peer tutoring programs rather suddenly emerged as one of the strategies designed to provide individualized assistance to these students. El Camino College joined this movement by initiating its Peer Tutoring program, which has been under the auspices of the Learning Assistance Center for the past three years.

However, it should be noted that there are other tutorial accommodations on campus. For instance, nearly all of the Math A tutoring is accomplished in M & CS 106 by the Math Department. Both the Nursing Department and the Disabled Students Center have also made special tutorial arrangements for their students and manage their own tutorial services. It also should be noted that there are various other informal tutoring arrangements made between students, some of these involving payment.

Further, proprietary off-campus tutoring is growing, a condition that can be measured by the increased incidence of referrals made by the Learning Assistance Center.

Any tutorial service that effectively serves El Camino College students, whether private or public, on campus or off campus, is regarded as complementary rather than competitive. The Peer Tutoring program, therefore, is not considered a tutorial monopoly.

However, the remainder of this report will deal with the Peer Tutoring program operated by the Learning Assistance Center and presently under the direct supervision of the Tutorial Facilitator, Rebecca Stewart, who is responsible for developing the raw actuarial data contained in this report.

POLICIES AND PRACTICES

Because peer tutoring processes have been adjusted and refined during the last three years, it seems that present practices should be reviewed for the record.

If a student, his counselor, and/or his instructor feel that the student needs tutoring in a particular course, the student fills out an application for tutoring and <u>personally</u> approaches his instructor for written authorization for tutoring. If approval

is granted, the student returns the approval form to the Center, where arrangements are made to procure a tutor whose abilities and available tutoring hours best match the specific disciplinary need and schedule of the tutee. Tutoring continues during the semester, but for no more than three hours per week, unless or until (1) the tutee drops the course in which he is being tutored, (2) the instructor or tutee feels that tutoring is no longer necessary, (3) the tutor and/or the Associate Dean or Tutorial Facilitator agree that the tutee is not benefiting from the process, or (4) the tutee fails to show for two scheduled tutoring appointments.

Tutor-tutee assignments can be changed if either party feels that the assignment of another tutor would result in more effective tutoring. Also, the tutee has the opportunity to submit a "Tutor Compliment/Complaint" form when he chooses to register his opinion. Further, every paid tutoring session is verified in writing by a member of the LAC staff. Finally, either in response to the instructor's request or the tutor's need for information or direction, instructor-tutor meetings are arranged, usually during the instructor's office hour.

The system of recruitment and training of tutors has also evolved during the last three years. In order to become a tutor, a student must have received a "B" or higher grade in the course(s) he tutors and have received the appropriate instructor's or dean's approval. Having submitted all paper work and having received authorization, the student engages in a two-hour orientation session to familiarize him with policies and practices. He is also issued a Tutorial Handbook, which is revised and up-dated every semester. At this point the tutor is designated as a Tutor Intern, receiving $2.20 per hour for his services. He also engages in an in-service training program that includes (1) exposure to and mastery of self-instructional, usually mediated programs dealing with the tutoring strategies, (2) periodic individual and group training sessions with the Tutorial Facilitator, (3) trouble-shooting meetings with the Associate Dean, and (4) scheduled monthly tutorial meetings -- all of these activities being monitored and verified in writing in the tutor's personnel file.

When a Tutor Intern has (1) tutored successfully for one semester, (2) tutored

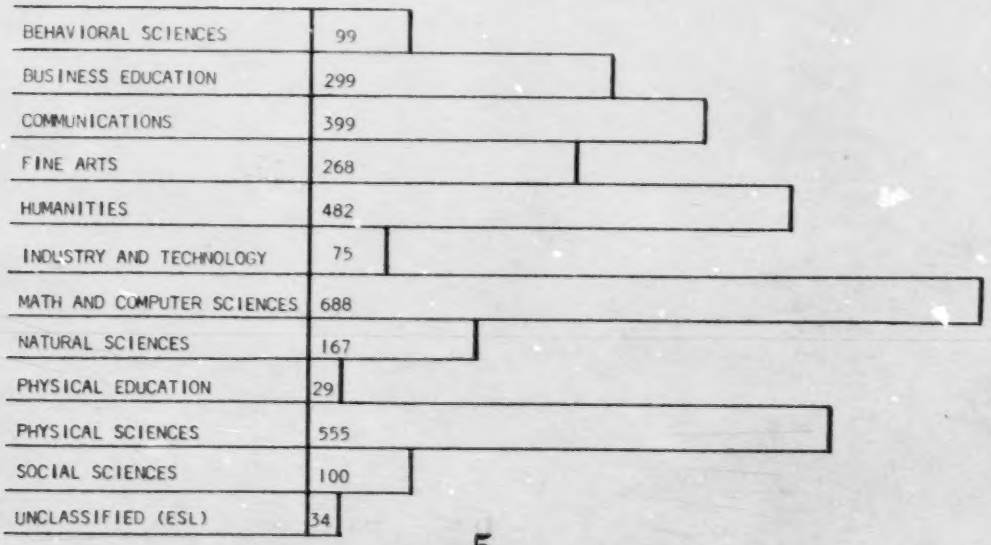
three or more tutees for a combined total of 100 hours or more, and (3) completed the above-mentioned in-service training program, he is designated a Peer Tutor, receiving $2.50 per hour for his services. With the exception of the self-instructional aspect of this program, the Peer Tutor continues to engage in all other aspects of the program during his tutorial career; failure to do so results in termination.

A tutor's assignment to tutees is determined by tutee demand for the area of the tutor's competence, the tutor's priority in terms of preparation and training, and his hours available for scheduled tutoring. When feasible, the tutor also engages in group tutoring (two or three tutees) for which he receives the typical hourly compensation.

USE OF TUTORIAL SERVICES, BY DISCIPLINE

As might be expected, requests for tutoring in certain academic areas are more frequent than in others. The following summary indicates the number of students tutored in eleven instructional divisions during a three-year period.

GRAPHIC SUMMARY
NUMBER OF TUTEES BY DIVISION
1973-75 SCHOOL YEARS



This experience, also reflecting the number of students tutored by division and course and in terms of the number of students tutored each semester and summer session, is available in the LAC for anyone interested in viewing tutoring trends in more detail. The following tabulation indicating yearly totals is listed here for the sake of brevity.

Number of Students Tutored
By Division and Course
Fall 1973 -- Summer Session 1976

	School Year			Division
	1973	1974	1975	Totals
Behavioral Sciences				
Anthropology 1	2	3	3	
Anthropology 2	2	2	3	
Psychology 2			1	
Psychology 5	18	5	21	
Psychology 7			1	
Psychology 8		8		
Psychology 15			1	
Psychology 33	2			
Psychology 40		1		
Sociology 2	2	1	1	
Sociology 5	10	9		
Sociology 6		1		
Sociology 43	—	2	—	—
Totals	36	32	31	99
Business Education				
Business 1		23		
Business 1A	49	41	65	
Business 1B	10	10	30	
Business 11	11	12	6	
Business 15	3	1	1	
Business 50	1			
Business 51	2	7	4	
Business 51A			3	
Business 52		3		
Business 53			2	
Business 55		1		
Business 57	1			
Law 1	1			
Law 5	2	1		
Law 7			2	
Real Estate	1	1	1	
Real Estate 4	1			
Shorthand 2	2			
Shorthand 30	1	—	—	—
Totals	85	100	114	299

	School Year 1973	1974	1975	Division Totals
Communications				
French 1	16	23	24	
French 2	6	4	11	
French 3	2	1	2	
French 4			1	
German 1	1	9	10	
German 2	1	6	8	
German 3			1	
German 4			2	
Italian 1		7	6	
Italian 2		1	2	
Japanese 1		16	3	
Japanese 2	1	3	1	
Japanese 3		3	1	
Japanese 13	8			
Russian 1		1	3	
Spanish 1	35	53	69	
Spanish 2	5	11	19	
Spanish 3	2	4	8	
Spanish 4			3	
Spanish 21ab		1	4	
Spanish 22ab		1		
Totals	144	178		399
Fine Arts				
Art 1		1	2	
Art 2A		1		
Music 1	17	13	6	
Music 3A		10	14	
Music 3B		9	12	
Music 3C	1	1	4	
Music 11	2			
Music 24	1	1		
Music 24A			25	
Music 26ab			1	
Music 31A	16	27	22	
Music 31B	2		1	
Music 31D		1		
Music 35A	1	8	26	
Music 35ab		18		
Music 36abcd	1	2	10	
Music 37A			2	
Music 37B			1	
Music 37D			1	
Music 38A		2		
Music 53		1		
Speech 1	1		1	
Speech 8	2			
Theatre Arts 2A			1	
Totals	44	95	129	268
Humanities				
English R	14	14	10	
English 2R	3		3	
English A	63	84	79	
English 1A	46	41	60	
English 1B	5	3	5	
English C	5	8		
English 2A	1	2	1	
English 2R		5	3	
English 6		1		
English 23			1	
English 25ab		1	1	
English 40			1	
English 40A			1	
Philosophy 1		1		
Philosophy 2	1		4	
Philosophy 3	1			
Philosophy 8	5	1	9	
World Literature 35		1		
Totals	144	162	176	482

	School Year			Division
	1973	1974	1975	Totals
Industry & Technology				
Drafting 1A	1	41	2	
Drafting 7	4		1	
Drafting 40	3	1		
Electronics 1A			7	
Electronics 1C			1	
Electronics 10	1	3	1	
Electronics 74		1		
Electronics 401	1	1	4	
Electronics 402	—	1	1	—
Totals	10	48	17	75
Mathematics & Computer Sciences				
Math R		1	3	
Math A	107	68	1	
Math B	7	17	14	
Math 1	28	70	80	
Math 1A	1	1		
Math 2	25	44	26	
Math 4	8	6	1	
Math 5A	23	39	28	
Math 5B	6	6	11	
Math 6A		1	6	
Math 6B		1	3	
Math 7	5	3	3	
Math 9	1	4		
Math 9A	3	4	13	
Math 25A	1			
Math 25B	2			
Math 38A	2	9	1	
Math 38B	2			
Math 40		1		
Data Processing 1		1		
Data Processing 51	—	1	—	—
Totals	221	277	190	688
Natural Sciences				
Anatomy 1		2		
Anatomy 2		1		
Anatomy 11		2		
Anatomy 20	1	4	1	
Anatomy 32	6	3		
Biology 1B	1			
Biology 10	22	15	15	
Biology 15	3	4	5	
Botany 1	2	5	1	
Medical Assistant 4			1	
Microbiology 33	1			
Nursing 11	2		4	
Nursing 12			5	
Nursing 52			1	
Physiology 1		1		
Physiology 31			7	
Zoology 1	2			
Zoology 1A	7	5	4	
Zoology 2	19	3		
Zoology 20	1	—	11	—
Totals	67	45	55	167
Physical Education				
Health 1	17	9	3	—
Totals	17	9	3	29

	School Year 1973	1974	1975	Division Totals
Physical Sciences				
Astronomy 11	6	12	3	
Astronomy 12	1			
Chemistry 1A	17	25	20	
Chemistry 1B	4	4	5	
Chemistry 4	27	20	15	
Chemistry 7A	2			
Chemistry 7B	5			
Chemistry 10	59	52	96	
Chemistry 21A	13	33	19	
Chemistry 21B	5	10	5	
Geography 2		1		
Geology 1	1	1	1	
Oceanography	10	2		
Physical Sciences 1	1			
Pnysical Sciences 11		1		
Physics 1A	4	6	3	
Physics 1B			3	
Physics 2A	9	16	16	
Physics 2B	3	1	1	
Physics 6A			2	
Physics 11	7		8	
Totals	174	184	197	555
Social Sciences				
Administration of Justice		1		
Economics 1		3	8	
Economics 2	1		1	
Economics 11	1			
Economics 92			1	
Economics 99			1	
History 1	25	11	6	
History 3A		1		
History 3B		1		
History 15A	3	2		
History 15B		2		
History 16		1	3	
History 19			1	
Political Science 1	11	6	6	
Political Science 11	3			
Political Science 133		1		
Totals	44	29	27	100
Unclassified				
ESL	6	3	25	
Totals	6	3	25	34
Yearly Totals	925	1,128	1,142	
GRAND TOTAL				3,195

TUTORING TRENDS BY BUDGET CLASSIFICATION

Inasmuch as federal funds support certain programs and therefore certain classifications of students, records are kept on how these student-classifications are provided tutorial services.

POD (Project Open Door) represents the EOPS (Extended Opportunity Programs and

Services) on campus, and students who qualify for this program are identified and served by the POD office. VEA (Vocational Education Act, Part B) students are vocational majors and are classified in compliance with guidelines established by the VEA office. Veterans' tutoring is supported through a VCIP (Veterans Cost of Instruction Program) grant. Students who fall in none of the above-mentioned categories are identified as "Other," and their tutoring is accomplished through District funds.

The following tabulation indicates how students so classified received tutorial services.

NUMBER OF TUTEES, HOURS OF TUTORING AND AVERAGE NUMBER OF HOURS TUTORED PER STUDENT, BY BUDGET CLASSIFICATION 1973 - 1975 SCHOOL YEARS

Classification	Number of Tutees	Number of Hours	Avg. Number of Hours Per Student
1973			
POD (EOP)	178	1140	6.4
VEA (PART B)	149	1849	12.4
OTHER	598	2522	4.2
TOTAL	925	5511	5.9
1974			
POD (EOP)	23	564	24.5
VEA (PART B)	312	932	2.9
OTHER	793	3063	3.8
TOTAL	1128	4559	4.0
1975			
POD (EOP)	65	454	6.9
VEA (PART B)	128	822	6.4
VET (VCIP)	144	1059	7.3
OTHER	805	7560	9.4
TOTAL	1142	9895	8.7

It can be noticed that certain programs have placed particular emphasis on tutoring at times. Some year-to-year fluctuations can be explained in terms of experimental tutoring projects such as the establishment of math and English tutoring tables during the 1974 school year. Again, since VCIP funds were not available until the 1975 school year, records were not kept on veteran tutoring until that period.

The most significant trend is that of "Other" tutoring. Those students so classified presently represent the largest category and are receiving more hours of tutoring than all other classifications combined. Apparently the most typical college student

and the student who does not qualify to reside under any federally funded umbrella is currently making the greatest use of tutorial services.

The budgetary implications here are obvious.

GENERAL TRENDS IN THE TUTORING PROCESS

As indicated in the following four figures, the number of active peer tutors has grown steadily during the past three years. The number of tutees served has risen somewhat. The number of hours tutored rose sharply during the 1975 school year (especially during the spring 1976 semester), and the average number of hours tutored per each tutee more than doubled during the 1975 school year.

GRAPHIC SUMMARY OF
TUTORIAL EXPERIENCE
1973-75 SCHOOL YEARS

Figure 1

Figure 2

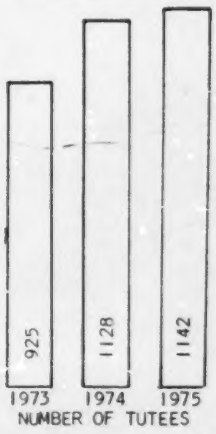


Figure 3

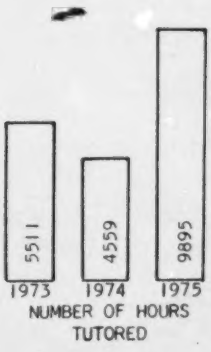
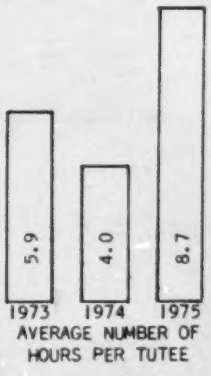


Figure 4



These data would indicate that once a tutee obtains tutoring he either is continuing the process for a longer period or contracting for more tutoring time during the term of his tutoring.

STUDENTS DENIED TUTORING

During the 1975 school year, measures were taken to collect data concerning students who were denied services. For the following reasons, 189 students who applied for tutoring were not provided the service.

No Tutor Available in Subject Area	87
No Tutor Available with Compatible Hours	78
Not Able to Obtain Instructor Recommendation	9
Request for a Specific Tutor Who Was Not Available	5
Reason Unknown	10
TOTAL	189

These figures do not, however, include the substantial number of students who inquired about tutoring but failed to make application when they learned that tutors in particular subject areas were scarce or unavailable.

THE TUTEE'S POINT OF VIEW

It is the observation of the Tutorial Facilitator, other Center staff, and some instructors that most tutees feel that Peer Tutoring policies, procedures, and strategies are effective. Also, monitoring completed "Tutor Compliment/Complaint Forms" reveals that tutees are essentially of the opinion that their tutoring has brought about salutary results. But there has not been sufficient time to carry on a formal and comprehensive study that would indicate the degree of tutee satisfaction with services.

However, inasmuch as the El Camino College Peer Tutoring program is similar to those studied by Woolley (see "A Summary of the Study of Tutorial Services Offered by California Community Colleges," About Tutoring, 3, October 1976, pp. 1 & 7), it might not be too hazardous to presume that his findings are somewhat representative of what we would learn if the study were replicated on this campus. At any rate, three of Woolley's findings that may be of interest follow:

> Four hundred and twenty-four of 496 tutees, or 85.4 percent, of randomly selected students who had received ten or more hours of tutorial services indicated that their achievement level improved after receiving tutorial assistance.
>
> Two hundred and eighty of 489 tutees, or 57.2 percent, of randomly selected students who had received ten or more hours of tutorial services indicated they would have dropped the class without such assistance.
>
> A Chi Square analysis of the responses of the tutees and tutorial services directors of randomly selected California community colleges regarding whether students who had received ten or more hours of tutorial assistance would have dropped the classes for which they received tutorial assistance revealed that there was not a significant difference in the perceptions of the two groups.

THE TUTOR'S POINT OF VIEW

During monthly tutorial meetings there is opportunity to learn the attitudes of tutors concerning the tutoring process and also the policies and procedures employed in the program. And in day-to-day associations with tutors it is possible to learn of their individual concerns and opinions. These situations for providing input have naturally had an effect upon the shaping of policies and procedures.

During the spring 1976 semester an anonymous survey was administered to all of the tutors employed in the program. This instrument was designed principally to gather information in an unthreatening manner so that tutor perceptions could be examined comprehensively. The survey and tutor responses are reflected in the following tabulation.

SURVEY OF EL CAMINO COLLEGE PEER TUTORS (ADMINISTERED: 3/30/76) (N=75)
(ANONYMOUS SURVEY)

		Percentages					
(1)	You have been tutoring for (A) One semester, (B) Two semesters, (C) Three or more semesters.	(A) 58.66	(B) 22.66	(C) 18.66	(D) ----	(E) ----	(F) ----
(2)	Your tutoring time averages (A) Betwee. 1 & 4 hours per week; (B) 5 & 10 hours; (C) 11 & 15 hours; (D) 16 & 20 hours per week.	37.33	38.66	17.33	6.66	----	----
	Answer each of the following by circling the response that best represents your opinion: (A) Strongly agree, (B) Agree, (C) Neutral, (D) Disagree, (E) Strongly disagree, (F) No basis for opinion or not applicable.						
(3)	The system for selecting tutors is fair and effective.	16.00	60.00	16.00	1.33	2.66	4.00
(4)	Tutorial meetings are helpful and relevant.	8.00	38.66	24.00	10.66	5.33	13.33
(5)	The tutorial pay scale is adequate and fair.	1.33	25.33	20.00	21.33	30.66	1.33
(6)	The system used to assign tutees to tutors works well.	9.33	49.33	20.00	13.33	2.66	5.33
(7)	You are able to get all of the tutoring time that you can legitimately perform.	20.00	42.66	9.33	10.66	14.66	2.66
(8)	The tutees that you tutor deserve and need the tutoring that they are getting.	40.00	48.00	8.00	4.00	00.00	00.00
(9)	When you appear to discuss tutee strategies with an instructor, he/she is available for conference.	16.00	33.33	26.66	4.00	1.33	18.66
(10)	Tutees are as serious and responsible about the tutoring process as you are	18.66	41.33	18.66	20.00	1.33	00.00
(11)	The Learning Assistance Center lends itself to the kind of atmosphere conducive to tutoring.	21.33	52.00	18.66	6.66	1.33	00.00
(12)	You feel comfortable about recommending changes in the tutoring policy or the program.	18.66	44.00	21.33	4.00	1.33	10.66
(13)	You believe that your tutees would not succeed as well in their courses without your help.	26.66	57.33	9.33	5.33	00.00	1.33
(14)	Faculty believe that tutoring is effective and support the program.	14.66	44.00	22.66	1.33	00.00	17.33
(15)	Tutoring is a learning process for you as well as the tutee.	66.66	28.00	4.00	00.00	00.00	1.33
(16)	When it is possible to make such an arrangement, group tutoring (two or three tutees) is as effective as individual tutoring.	8.00	18.66	20.00	22.66	8.00	22.66
(17)	It is helpful to have an experienced tutor train an inexperienced tutor.	10.66	32.00	20.00	18.66	4.00	14.66
(18)	Peer counselors are helpful in counseling tutees who encounter problems receiving tutoring.	8.00	16.00	22.66	4.00	00.00	49.33
(19)	The Tutorial Handbook is helpful to me.	9.33	52.00	17.33	10.66	1.33	9.33

The Following Notes Were Written On The Survey Sheets:

"Should get paid for time spent in tutorial meetings."

"Pay for Tutor meetings."

"Please give more notice as to when the tutor meetings are."

"I wish an experienced tutor were available to help a little with the new tutors."

"Question 3. What is the system of choosing tutors?. Not alphabetical order, I hope."

"#6 -- only if they have the same instructor!"

While there were few surprises to be found in the results of this survey, items 4, 5, 13, and 16 yielded data that were of particular interest and which have effected the following observations and changes respectively:

1. There has been increased effort to make tutorial meetings more meaningful by emphasizing the in-service training aspect and by de-emphasizing house-keeping and paper-procedure matters.

2. A survey of other California community college peer tutoring pay scales was consulted to learn that El Camino's is slightly below average.

3. Responses to item 13 indicate that tutors are essentially in agreement with tutees in perceiving tutoring as enhancing student achievement in courses (see Woolley's findings, p. 11, this report).

4. A further inquiry concerning group tutoring revealed that tutors view group tutoring as effective only if the tutees involved share the same course and instructor.

CONCLUDING OBSERVATIONS

The following observations, not all of which lead directly from the substance of this report, are based upon the three-year experience while developing and managing the Peer Tutoring program.

1. A substantial number of tutors prove to be extremely dedicated and effective individuals whose services to tutees are invaluable.

2. Regular communication between a tutor and a tutee's instructor can make the tutoring process significantly more effective.

3. Only one out of ten students routinely recommended by instructors to become tutors actually becomes a tutor.

4. Only one out of five students who are personally recommended by an instructor to become a tutor or who are self-referred actually becomes a tutor.

5. Obtaining qualified tutors in certain subject areas is a continuing problem.

6. Obtaining tutors whose available hours match the available hours of prospective tutees is a continuing problem.

7. Seasoned and reliable tutors terminate their services for the following reasons and in descending order of frequency: (1) transfer to a four-year college, (2) accept other employment, (3) become too busy with their own academic pursuits, (4) become disillusioned with tutees who are not punctual or otherwise serious enough.

8. The tutoring process has the effect of making the tutee a more independent and self-confident learner.

9. The demand for tutoring, especially among those students classified as "Other," will continue to grow.

10. A substantial number of students would not persevere, survive, or succeed in academic courses without tutorial assistance.

11. A Peer Tutoring program that attempts to provide services to students according to the policies outlined in this report is not amenable to fiscal budgeting procedures.

12. The fact that the inherent nature of certain courses generates a demand for tutoring as well as the condition that certain instructors are more enthusiastic about or rely more heavily upon tutoring accounts for the heavier use of tutorial services in certain disciplines and courses.

UNIVERSITY OF CALIF.
LOS ANGELES

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